



IMPACT OF TEACHING APTITUDE ON JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS

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ABSTRACT

Job-satisfaction is an essential element for a successful career of a professional. In every profession proper training and orientation is given to the employees/professionals for deriving ample amount of job satisfaction. It is observed that if a man/women is not satisfied with his/her job, it is very difficult to carry on his / her duties honestly and efficiently. Job satisfaction portrays the perception of the person towards his/her job, related activities and environment. It is determined by how well the result of the job meets the expectation of the person. In teaching, job satisfaction plays a crucial role and it is the teacher who is responsible mainly for the success of the institution. Lack of job satisfaction among the teachers will certainly destroy the educational framework of the institution. It is observed by experts that there are good number of teachers with tremendous amount of teaching aptitude. The performance level of these teachers is found to be superb. It is therefore all the more important to investigate as to whether there is any impact of teaching aptitude in deriving job satisfaction among the teachers. Since secondary school stage is the most important stage in which majority of the students are in the formative stage of their life, the researcher focused his study on the teachers of this stage.

INTRODUCTION:

At present job satisfaction is an important issue specially in teaching profession. People are interested to work in an institution where they get satisfaction because this is human behavior. Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job, an affective reaction to one's job and an attitude to one's job. In simple terms it is the extent to which one feels good about the job. The source of job satisfaction is not only the job, it also comes from work environment, supervision style, interpersonal relationship and organizational culture. According to Edward and others (1976) high performance leads to high job satisfaction which in turn becomes feedback to influence future performance.

Teaching is an intelligent, and creative activity and therefore teachers who are entrusted upon the responsibility of teaching play a pivotal role in this process. Only the effective teachers can produce quality students who will subsequently be productive and good citizen of the nation. An effective teacher is one who has optimum level of efficiency for serving the society. This is only possible if the teacher has the aptitude in teaching. If the teacher has aptitude in teaching he will be satisfied in his profession otherwise he will remain in stress and strain in his job and dissatisfaction leads to mental health problem of the teacher. If the teacher is dissatisfied he will produce frustrated students which will destroy the whole gamut of national reconstruction and national development. If the teacher derive ample amount of satisfaction in his/her job then the performance will be excellent and hence satisfaction of the teachers matters a lot in teaching learning situation.

Understanding Job Satisfaction:

Job Satisfaction is a pleasurable emotional state resulting from the appraisal of one's job and affective reaction to it. The concept Job Satisfaction has been defined by many experts. Some are presented below:

Rose (2001) has defined Job satisfaction as a bi-dimensional concept consisting of intrinsic and extrinsic satisfaction. Intrinsic source of satisfaction comes from individual characteristics such as intelligence, aptitude, personality, creativity etc. Extrinsic source of satisfaction comes from the environment such as Pay, Promotion, job security etc. Both extrinsic and intrinsic facets should be represented as equally as possible in a composite manner for overall job satisfaction.

Kreitner (1998) defined job satisfaction as "An effective or emotional response towards various facts of one's job"

Lock (1999) defined job satisfaction as workers positive emotional expression towards their job and work experience.

Ergenc (1981) has defined job satisfaction as the realization level of one's expectations from his/her job and his/her organization.

Factors influencing Job Satisfaction of Teachers:

There are many possible factors that influence job satisfaction of teachers. Some of the main factors are Gender, Age, Professional Qualification, Job Experience, Pay, Working Conditions, Job Security, Leadership, Organizational Culture etc. Let us have a glance on these factors.

Gender:

In US a study was conducted by Reyes(1990) on 150 teachers which revealed that there is close relationship of gender and job satisfaction. The study showed that more women were happy with their job and are more committed to their school than men. The study further revealed that it is not only the workers sex that relates to job satisfaction rather a group of factors that vary with sex.

Age:

It has been observed that Job satisfaction increases with age. The youngest workers are found to have least job satisfaction (Rhodes 1990). The study of Schults (1986) showed that an increase in job satisfaction with age is reliable only up to the age of sixty at which point the evidence becomes less conclusive. Peter and Steers (1973) have found that as one gets older, the less likely one is to quit job. They argue that as workers get older, they have fewer alternatives/ opportunity for jobs and they are less likely to resign.

Job Experience:

The level of job satisfaction and motivation among teachers increase with job experience. Reyes (1990) study indicated that work orientation was related to job satisfaction among teachers. The findings say that teaching experience and organizational tenure are associated with teacher's job satisfaction.

Pay:

Several studies have established that employees want pay systems and promotion policies that they perceive as being just, unambiguous and in line with their expectations. Kimengi's (1983) findings implied that teacher's salary is an important factor that contributes to job satisfaction. He suggested that educational planners should consider the importance of increasing teacher's salaries in order to retain teachers in the teaching profession. Okumbe (1998) suggested that job satisfaction is enhanced when workers perceive equitable pay compared to their input.

Working Conditions:

Working condition is another factor that has significant effect on job satisfaction. Luthan (1989) study indicates that clean and attractive environment tend to make workers happy while doing their work and hence increase job satisfaction. The work characteristics for teachers that are associated with job satisfaction should be identified in order to change the work environment for better job satisfaction.

Job Security:

Luthans (1989) describes job security as the feeling which involves being able to hold on to the job, being sure that all will be well with the job in future as in the past. He describes insecurity as a hunting fear that things may not last, that one may loose what he/she has now. Flippo (1984) proposes that the need for job security tops in the list of priorities for many employees and labour union because of emerging threats from technology change.

Leadership:

It has been observed that competent and fair leadership contribute immensely to bring motivation and job satisfaction among employees. Flippo (1984) in his study found that good leadership ensures that psychological and security needs for workers are adequately met. Similarly Nzue (1999) indicates that effectiveness of behavior is measured by the degree to which the manager meets both the organizational goals and satisfies the employee needs. If the workers find their

supervisory leader unworthy and incompetent then it becomes frustrating for them that leads to job dissatisfaction.

Organisational Culture:

Cherrington (1989) defines culture as the set of key values, beliefs and understanding that are shared by members of an organization. According to him culture enhances the stability of the organization and helps members interpret organizational activities and events thus reducing job dissatisfaction. The purpose of culture provides members with a sense of identity and to generate with them a commitment to beliefs and values of the organization thus producing job satisfaction. Culture determines the degree of conformity and degree of school effectiveness.

Understanding Aptitude:

Aptitude is an innate, learned and developed component of a competency to do a certain kind of work at certain level. It refers to the set of abilities essential for acquiring knowledge and skill specific to an area of performance. It denotes precisely the set of abilities required to perform specific tasks. An aptitude is a condition, a quality or a set of qualification in an individual which is indicative of the probable extent to which he will be able to acquire under suitable training, some knowledge, skill or composite knowledge, understanding and skill and as such ability to contribute to art or music or mechanical ability. It is the composite of different abilities together make for success in the performance in a particular field. The higher the aptitude, the higher the chance of success and the lower the aptitude the lower the probability of achievement.

According to Traxler Aptitude is a combination of qualities indicating the probable extent to which an individual may be able to acquire with suitable training some knowledge, understanding or skills of a specific type.

Hahn Maclean has defined Aptitude as latent potentialities and undeveloped capacities to acquire abilities and skills and to demonstrate achievement.

According to Bingham Aptitude is the measure of the probability of success of an individual with training in a certain situation like a job, school etc.

Research Questions:

Since Job satisfaction is dependent upon numerous factors and Aptitude being one of the strongest factor, it is imperative to give a deep insight to it. Some of the questions that come to the mind of the researcher are given below:

1. Do the secondary school teachers have Job satisfaction?
2. Do the secondary school teachers have Aptitude in teaching?
3. Is there any relationship between teaching Aptitude and Job satisfaction?
4. What is the nature of relationship between Job satisfaction and Aptitude?

Statement of the problem:

In order to get possible solution/answer to the above questions, the researcher has undertaken the present study entitled "Impact of Teaching Aptitude on Job Satisfaction of Secondary School Teachers"

OBJECTIVE OF THE STUDY:

The study is undertaken with the following objectives:

1. To study the level of Job Satisfaction of Secondary School Teachers
2. To study the level of Aptitude of Secondary School Teachers.
3. To find out the relationship of Teaching Aptitude with Job Satisfaction of Secondary School Teachers.
4. To compare Job Satisfaction of regular and contractual teachers

Delimitation of the Study:

1. The present study is delimited to Khurda District of Odisha
2. The study is delimited to 46 numbers of secondary school teachers of Bhubaneswar city only
3. The study is delimited to 25 regular and 21 contractual teachers only.

METHODOLOGY:

The present study is undertaken keeping in view Descriptive survey method to identify the nature of relationship between Teaching Aptitude and Job Satisfaction of secondary school teachers.

Sample of the Study:

The present research study is based on a sample of 46 secondary school teachers from only 10 secondary schools under Bhubaneswar Municipal Corporation.

Out of 46 teachers 21 are contractual and 25 are regular teachers. Since it is difficult to conduct the study with the whole population which is nearly 286, the above sample was chosen randomly by adopting incidental sampling method.

Tools Used:

In order to obtain desired result in the present study, the researcher has used the following tools:

1. Job Satisfaction Scale by Dr. Meera Dixit
2. Teaching Aptitude Test by Dr.S.C.Gakhar and Dr.Rajnish

Data Collection:

The collection of data was spread over one month. The researchers went to the identified schools of Bhubaneswar city and collected data with the help of the tools. First the Job satisfaction scale was administered then the Aptitude Test was administered. Each participant took about one hour and 30 minutes to respond to both the scales.

Statistical Techniques Used:

The collected data was analysed by using percentage analysis, T-Test, and correlation analysis. They were interpreted in line with the research questions and objectives framed.

Analysis and Interpretation:

The following Table shows the percentage of job satisfaction among teachers

Table-1: Job Satisfaction Level

	Very Low Degree	Low Degree	Average Degree	Good Degree	Very High Degree
No. of Teachers	18	3	2	11	12
Percentage	39%	7%	4%	24%	26%

From the above table it is observed that 39% teachers are having very low degree of Job satisfaction and only 26% are having Very high degree of Job satisfaction. It is definitely a matter of concern that more teachers are not happy with their job which may be due to numerous factors that needs investigation.

Table-2: Aptitude Level

	Low Teaching Aptitude	Average Teaching Aptitude	High Teaching Aptitude
No of Teachers	11	7	28

The scores of secondary school teachers in teaching aptitude lies between 23 to 34. Their mean score is found to be 26. Those who scored below the mean score are considered to have low teaching aptitude and those who scored above the mean score are considered to have high teaching aptitude. Those who scored the mean score i.e 26 are considered to have average teaching aptitude. From Table-2 it is clear that out of 46 teachers only 11 have low teaching aptitude, 7 have average and 28 have high teaching aptitude.

Table-3: Difference in Job satisfaction between Regular and Contractual Teachers

	N	M	SD	't' Value	Level of significance
Regular Teachers	25	152.24	34.53	1.05	Here "t" value is not significant both at 0.01 & 0.05 level
Contractual Teachers	21	142.04	30.66		

Table no.3 reveals that the calculated 't' value (0.05) is smaller than the table value which is 2.02 in the 0.05 level of significance and 2.69 in the 0.01 level of significance. So there is no significant difference between the level of job satisfaction between the regular and contractual teachers.

The Mean and SD of regular school teachers are 152.24 and 34.53 respectively and in case of contractual teachers these are 142.04 and 30.66. The regular teachers possess the higher Mean and SD than the contractual teachers and therefore it is clear that the regular teachers are more satisfied than the contractual teachers.

Table-4: Relationship between job satisfaction and teaching aptitude

	No. of Secondary School Teachers	Mean Score	Correlation
Job Satisfaction	46	147.6	0.35
Teaching Aptitude	46	28.36	

The above Table reveals that the score of secondary school teachers in Job satis-

faction lies between 63 to 209. Their Mean score is found to be 147.6. The score of secondary school teachers in teaching Aptitude lies between 23 to 34 and their Mean score is 28.36. The correlation of Job satisfaction and Teaching Aptitude is 0.35 which is a positive correlation. So it can be said that there is significant relationship between job satisfaction and Teaching Aptitude of secondary school teachers.

MAJOR FINDINGS OF THE STUDY:

- There is no significant difference in the Teaching Aptitude between regular and contractual secondary school teachers.
- There is positive relationship between Job satisfaction and Teaching Aptitude of secondary school teachers.
- There is no significant difference on the degree of job satisfaction between regular and contractual secondary school teachers.

CONCLUSION:

The present study is a small step to find out the relationship of job satisfaction and Teaching Aptitude of secondary school teachers. It has been observed that the present education system is passing through a very tough time and issues of teachers who are the backbone of the system need to be properly addressed. Job satisfaction need to be fully ensured by not only giving incentives but by giving proper training and orientation. Teachers mental health issues are also a major contributing factor in this domain and hence steps must be taken to cultivate in every teacher proper teaching Aptitude for success of the system. The quality of education can be optimally improved by improving the level of job satisfaction of teachers and developing right type of teaching Aptitude which is revealed in this study.

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